

THE USE OF GALLERY WALK TOO ENHANCE THE SPEAKING ACHIEVEMENT OF THE NINTH GRADE STUDENTS OF SMP PGRI 1PALEMBANG

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ABSTRACT

The purpose of this study was to find out whether or not there is a significant difference on the ninth grade students' speaking achievement who were taught by using Gallery Walk strategy and those who were not at SMP PGRI Palembang. The population of this study consisted of 154 ninth grade students of SMP PGRI Palembang in Academic Year of 2016/2017. There were 34 students taken as sample. Each group consisted of 17 students as experimental group and 17 students from class as control group. The sample of this study was taken by using purposive sampling method. In this study, the researcher used pretest-posttest non-equivalent group design. The instrument used in collecting the data was oral test in the form of presentation. The test was administrated twice as the pretest and posttest for both experimental and control group. The results of the test were analyzed by using IBM SPSS (Statistical Package for the Social Science) Statistics 21. The result showed that "there was means significant difference from students posttest score in experimental and control group, it was found the p-output (Sig.2-tailed) was lower than 0.05 level and t-obtained (12,505) is higher than t-table (1.756). So, the H_0 (the null hypothesis) was rejected and H_a (the alternative hypothesis) was accepted. It means that there was significant difference on students' listening comprehension achievement taught using Gallery Walk strategy than students who were taught by using teacher's strategy.

Keyword: gallery walk, speaking achievement

1. Introduction

English spreads out all over the world (Alonso, 2011, p. 4). Many people use English to communicate with others in either spoken or written forms such as in government, education, law-court, banking, and teaching and learning English activities. English is also the most widely used international language. As speaking is one of productive skills which has to be enhanced, a technique enabling students to interact and communicate is essentially needed. As mentioned by Harris (2013, p. 90), students who participate in gallery walk strategy get the benefit of physical movement combined with sharing of information with a partner. In this strategy, students are divided into some small groups. Then the students walk around the class and asked to write down their thought about what they have seen. English is a must to be mastered by all people around the world. Mishra (2008) states that the importance of English as global language has been rapidly increasing, as it has become the most important medium of telecommunication. According to EPI (English Proficiency Index) (2016), Indonesians' English skill is in the 32nd rank among 70 countries in Asia with 52,91 scores. It means that Indonesian's English proficiency is categorized low and therefore Indonesians' English proficiency should be improved. Furthermore, all over the world, people have to learn English for it is the main transactional language used in various fields of scientific, cultural, economic and business activities. For Indonesian, this urge cannot be avoided, because we have to elevate global

competitiveness, so that we can get along easily with the global era. These facts indicate that English is the most important language in the world. Additionally, Seidlhofer (2005, p. 339) states that, as a consequence of its international use, English is being shaped at least as much by its nonnative speakers as by its native speakers.

A. Research Questions

Based on the above-stated background, the research questions were formulated as follows:

1. Was there any significant improvement in the speaking achievement of the ninth grade students of SMP PGRI 1 Palembang after being taught by using Gallery Walk Strategy?
2. Was there any significant difference in speaking achievement between the students who were taught by using gallery walk strategy and those who were not?

B. Objectives of the Research

In accordance with the problems above, the objectives of this study were:

1. To find out the improvement in speaking achievement of the ninth Grade Students of SMP PGRI 1 Palembang after being taught by using Gallery Walk Strategy?
2. To find out the significant difference in speaking achievement between the students who were taught by using gallery walk strategy and those who were not?

C. Research Hypotheses

The hypotheses of this study were proposed in the forms of null and research hypotheses below:

1. H_{01} : There was no significant improvement on the ninth grade students' speaking achievement who were taught by using Gallery Walk at SMP PGRI 1 Palembang
2. H_{a1} : There was a significant improvement on the ninth grade students' speaking achievement who were taught by using Gallery Walk at SMP PGRI 1 Palembang
3. H_{02} : There was no significant difference on the ninth grade students' speaking achievement between who were taught by using Gallery Walk and those who were not
4. H_{a2} : There was a significant difference on the ninth grade students' speaking achievement between who were taught by using Gallery Walk and those who were not.

D. Literature Review

1) Concept of Teaching

Teaching is a process of sharing and transferring knowledge which is done among teacher and students. Brown (2007, p. 7) expresses "Teaching is showing and helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand."

b) The Nature of Speaking

Recently, speaking is considered as one of the most important and essential skills that must be practiced to communicate orally. By speaking, people are able to know what kinds of situations the world, are easier to communicate each other. Nunan (2003) informs that speaking is a part of productive skill in English language teaching and it consists of producing systematic verbal utterance to convey meaning. Some experts in language learning have defined about speaking (as cited in Mart 2012, p. 91).

According to Bailey (2005, p. 2), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking activities may well form one part of a much longer sequence which includes reading or listening and after the activity study work.

Brown (2001, p. 267) cites that when someone can speak a language it means that s/he can carry on a conversation reasonably competently. "A large percentage of world's language learners study English in order to develop proficiency in speaking. We may use speaking to describe things, to complain about people's behavior, to make polite requests, or to entertain people with jokes, Richards and Renandya (2002) (as cited in Riyaz&Mullick, 2016, p. 59).

Moreover, nonlinguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech. Brown (2007, p. 237) comments that social contact in

interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contact, physical distance and other nonverbal messages.

Additionally, Torky (2006, p. 33) states that speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. Therefore, speaking is one of the productive skills aside from writing, it is more practical for it can be directly produced.

According to Nunan (1991, p. 40), speaking is the oral interaction that can be characterized in terms of routines, conventional ways of presenting information which can either focus on information or interaction. Teaching speaking is not like listening, reading, and writing. It needs habit formation because it is a real communication and speaking is a productive skill so it needs practicing as often as possible.

Based on the explanation above, speaking is an activity of communication between speaker and hearer with spoken language that involves producing, receiving and processing information. It can be done not only orally but also by body language.

c) Styles of Speaking

People have their own style when they have conversation, speech, even in discussion. According to Bjursater (2004), human speech is a very dynamic phenomenon with nearly endless forms of variations. Different factors affect the speech signal; this paper aims at giving a short overview of different speaking styles and phonetic variations that affects human speech production and perception.

Based on Richards (2008, p. 21), an important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences. Different speech styles reflect perceptions of the social roles of the participants in a speech event.

d) Teaching Speaking

Since English is included as a compulsory subject in SMP/MTs in Indonesia, the students' goal are passing the examinations to graduate from the school, get a university and get a better job, and the key for success is the students need to be able to speak and hold in conversations. It is upheld by Hui (2011) by being a good speaker; the students can express their thought and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

In this globalization era, there are many job vacancies that need the one who masters in English, both in orally and written. Improving the speaking skills of students is difficult, but the additional benefit is building confidence in students for speaking skills and strategies. Most of language learners or the students want to be

perfect in speaking English. Richards (2008, p. 19) says that oral skills have hardly been neglected in EFL/ESL courses. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Either four components are generally recognized in analyses of the speaking process:

a. Pronunciation

The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! (Morley 1994; Fraser 2000)

b. Grammar

Grammar is study or science of, rules for, the combination of words into sentences (syntax), and the forms of words (morphology). Grammar is essentially about the systems and patterns we use to select and combine words (Burns, 2009).

c. Vocabulary

Berne & Blachowicz (2008) state that vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. Recent research indicate that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning.

d. Fluency

Fluency is quality or condition of person to speak a language easily and well. As proposed by Nunan (2003, p.55), fluency is the extent to which speakers use the language quickly and confidently.

According to Nunan (2003, pp. 54—56), there are some principles for teaching speaking, as follows.

1. Be aware of the differences between second language and foreign language learning contexts.

a. Speaking is learned in two broad contexts: foreign language and second language situations. The challenges you face as a teacher are determined partly by the target language context.

b. A foreign language (FL) context is one where the target language is not the language of communication in the society (e.g., learning English in Japan or studying French in Australia). A second language (SL) context is one where the target language is the language of

communication in the society (such as English in the UK or Spanish in Mexico).

2. Give students practice with both fluency and accuracy.

At the beginning and intermediate level of studies, learners must be given opportunities to improve their fluency as well as accuracy. Accuracy means using the target language correctly and fluency is using language quickly and confidently. The teacher should not emphasize on any one aspect of speaking. Rather, students should get practice on both accuracy and fluency.

3. Use group work or pair work.

To improve students' speaking, they should be given enough opportunities to speak in class. Pair work and group work can be used to increase the amount of time that learners get to speak in the target language during the lesson. In this way, the students will get chance to interact and practice the language with other students. So, teacher talk time should be less than student talk time. It is important for language teachers do not take up all the time.

4. Plan speaking tasks that involve negotiation for meaning.

The process of negotiation for meaning is communicating in the target language makes progress because interaction necessarily involves trying to understand and make yourself understood. To check if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

5. Design activities that involve guidance and practice in transactional and interactional speaking.

Speaking activities inside the classroom need to cover interactional and interactional purposes, since the learners will have to speak the target language in both transactional and interactional. Vlack (2014) reports that interactional speech is communicating for social purposes, includes establishing and maintaining relationship. Transactional speech is communicating to get something, including the exchange of goods and/or services.

From the explanation above, speaking is an important skill and how to teach speaking is supposed to be using some strategies depending on the learners' need and learners' level to develop the learners' speaking fluency and accuracy.

Gallery walk is the active strategy where the students will move around the classroom to see the pictures, posters, or even their works, and the students will have discussion after they look around the gallery, give their comments, share about their thought, and asking for clarification to other groups. According to Gregory and Kuzmich (2007, p. 130), gallery walk is a collaborative problem-solving tool. It is an excellent means for communication that acknowledges the creativity and power of the group. Additionally, Daniels and Steineke (2011, p. 115) reveal that usually the students walk around from picture to picture, talking

quietly with your groups. When the students stop in front of a painting, the students will try to understand what the artist was aiming for, compare it to other pictures or other artists, or make judgments about the quality of the work. Then, the students move on. Furthermore, Jonson (2006, p. 60) comments that gallery walk is an exhibit of students' comments about and personal responses. Students walk through the gallery to view each other's thought just as one might walk through an art gallery to view artwork.

During a Gallery Walk, students explore multiple texts or images that are placed around the room. Teachers often use this strategy as a way to have students share their work with peers, examine multiple historical documents, or respond to a collection of quotations. This discussion technique allows students to be actively engaged as they walk throughout the classroom. Fox and Hoffman (2011, p. 182) stated that this method is used by the teacher in the role of classroom facilitator rather than that of information dispenser. Gallery walk in the social classroom are a way for students to become actively involved in gathering, organizing, and sharing information. They work together in small groups to share ideas and respond to meaningful questions, documents, images, problem-solving situations or texts. This strategy is very useful to make students to physically move around the room, it can be especially engaging to kinesthetic learners.

e) *The benefits of Gallery Walk Strategy*

As the activity that will be designed in speaking class, gallery walk activity has its own peculiarity when it is performed in the learning process. Bowman (2005, p. 1) identifies "the gallery walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways." Using gallery walk is to promote class discussion, higher order thinking, cooperative learning, and team building. In addition, Francek (2006) declares reasons why to use gallery walk in teaching English. First, the gallery walk provides such an opportunity, allowing students to address interesting, open-ended science questions using the terminology and language of the discipline. Second, Oral reports conclude every gallery walk and the instructor has the option of extending this activity with written assignments. Third, Team-building skills are emphasized, as groups need to organize comments written from a variety of perspectives and reach consensus as to which remarks are most compelling. Then, a gallery walk is also flexible. This technique can be organized for a simple 15-minute ice breaker or a week-long project involving graded oral and written reports. Besides that, it can be used with introductory or advanced material and with a variety of class sizes, although it is easier to implement in classes with less than 40 students. Furthermore, the technique encourages students to speak and write the language of the classroom content rather than just hearing it from the instructor. In addition to addressing a variety of cognitive skills involving analysis, evaluation, and synthesis, Gallery

Walk has the additional advantage of promoting cooperation, listening skills, and team building. Finally, a gallery walk gives students chance to move around the classroom, direct their focus and interrupt the lethargy that sometimes results from being seated for long periods.

2. Discussion

A. *Research Method*

In this study, quasi experimental design was chosen specifically as a method of the test by the researcher. This design provided control of when and to whom the measurement was applied with a non-random assignment to experiment and control treatment.

Group	Pretest	Intervention	Posttest
A	O ₁	X	O ₂
B	O ₃	-	O ₄

Where:

A = experimental group

B = control group

O₁= Pretest in experimental group

O₂= Posttest in experimental group

O₃= Posttest for the control group

O₄= Posttest for the control group

X= Treatment in experimental group taught by using Gallery Walk Strategy.

- = No treatment in control group

This study included two groups, experimental group and control group. The experimental group was given treatment by using Gallery Walk Strategy. Meanwhile, the control group was not given any treatment.

Table 1.*The Summary of Scores In Experimental Distributions of data frequency, percentage and SD*

Category	Pretest		Posttest	
	Mean	Perc	Mean	Perc
Very poor	5,0	53%	-	0%
Poor	7,29	47%	10	6%
Average	-	0%	12,5	94%
Good	-	0%	-	0%
Excellent	-	0%	-	0%
		100%		100%

Table 2.*The Summary of Scores In Control Distributions of data frequency, percentage and SD*

Category	Pretest		Posttest	
	Mean	Perc	Mean	Perc
Very poor	5,0	35%	5,0	35%
Poor	6,64	65%	6,82	65%
Average	-	0%	-	0%
Good	-	0%	-	0%
Excellent	-	0%	-	0%
		100%		100%

In order to find out whether or not there was a significant difference in achievement between the experimental group and the control group, the writer

compared the results of the post-test in the experimental group with those in the control group by using independent samples t-test.

B. Group Statistics

	group	N	Mean	Std. Deviation	Std. Error Mean
Post-test experimental & control group	Experi - mental group	17	12.35	1.579	.383
	Control group	17	6.18	1.286	.312

The statistical summaries from both samples can be seen from the table 9. The post-test in experimental group was 12.35 and the post-test in control group was 6.18. In short, it can be said that the post-test value obtained by the experimental group is higher than that of control group. The analysis of independent samples t-test for speaking test by groups showed that the mean difference of the post-test in each group was 6.17 and the significant level was 0.000. Since 0.000 was lower than alpha value 0.05, it means that there was a significant difference in speaking achievement between the two groups. This confirms that the students in experimental group made better achievement if it is compared to those of the students in control group.

C. Procedures of Teaching Gallery Walk

Gallery walk is most successful when students are properly prepared to use it, when instructors are familiar with both its effective use and challenges, and when student learning is assessed. Bowman (2005, p. 93) suggested the general instructions for teaching using gallery walk. Francek (2006, p 28) described that the instructions will depend on the goals of teaching. In this research, the goals of teaching by using gallery walk was to enhance students' self- confidence in speaking and motivate them to be brave to express their ideas. Then, the researcher modified some procedures to achieve them.

Thus, the procedures of teaching using Gallery Walk in experimental groups are listed below

1. Tape a number of large sheets of paper to the wall of the training room. Space the chart pages so that learners can walk from one chart to another. The teacher provides some materials needed such as: several sheets or carton, glue, different colored pens and discussion questions.
2. Ask one student to work with another student (in pairs).
3. Ask the students to walk around the room practicing the conversation according to the picture of guided/incomplete dialog/situation on the charts.
4. Assign a direction to move or they can move randomly until all the charts are visited (left or right)
5. Ask the students to remember and discuss the expression from one of their favorite situations

6. Ask the students to prepare to practice/present in front of the class in two big groups
7. The students return to their own seat to prepare the presentation and brief oral report to present in the larger class. This oral report is an opportunity for all the students to check their own understanding. The teacher might show the format of the presentation on the slides.

The teacher gave comments and summarized the discussion questions in the end of learning.

On the other hand, teacher was not going to give any intervention to the control group since it existed only to compare and check whether or not the treatment conducted by the teacher works.

D. Interpretations

Based on the findings above, some interpretations were made as follows:

First, the researcher conducted the pretest and posttest in both groups, and treatment in experimental group. During the pretest, the researcher found that students face difficulties in practicing speaking, such as the students could not interpret what they read and could not respond what they listened from the researcher. It was because the teacher rarely used interesting media such recorder, flashcards, pictures sound system and laptop to trigger students' interest in speaking. These factors made them not have high motivation in formulating one way and two-way communication.

Then, the researcher conducted treatment in experimental group by using Gallery Walk strategy to help students in practicing speaking. Since the first meeting, the students followed the steps of Gallery Walk easily. After using Gallery Walk strategy, the researcher assumed that the students were more motivated in speaking. It can be interpreted that way because the students were more active and interested in the expressing their ideas though the speaking activities. There was significant improvement in the experimental group through Gallery Walk strategy during treatment within ten meetings. This is in line with Bowman (2005, p. 1) that Gallery walk promotes class discussion, higher order thinking, cooperative learning, and team building. Besides, it is easier for them to understand the topic with illustrated pictures or guided questions and expressions. Furthermore, this will be very beneficial for students with kinesthetic intelligence as they can move around the classroom. When the students have been accustomed to following the procedures of gallery walk, they could predict what they would learn and how they would do it and they answered the researcher's questions enthusiastically. Therefore, the researcher assumed that the students became more active and interested in knowing about the topic.

In the last implementation of Gallery Walk strategy (review), the researcher asked students to summarize what they have listened. Therefore from the first to the last implementation, the students got highly motivated, became more active, interested and able to comprehend

more about the topic or the expressions. They felt the benefits of using the Gallery Walk strategy such as elevating their confidence to speak English and communicating easily with English because it was supported by the guided questions and expressions.

Third, based on the differences between students' posttest score in the experimental and the control group, the scores in the experimental group were in the good category, but the scores in the control group were in the poor category. It was because the students of the experimental group experienced treatment, the researcher taught through Gallery Walk strategy during the treatment within ten meetings, and the researcher also used interesting media such as pictures and guided illustrations and questions causing the students to be more interested in learning speaking.

Meanwhile, the control group had difficulty in answering the test. They could not understand the questions and guided expressions. It was probably because their teacher rarely taught and motivated them to perform speaking while the researcher did treatment in the experimental group. It could be supported by the mean scores of posttest between the two groups that were obtained. Although these two groups of students had progress, the progress of the students in control group was not so high as the progress of the students in experimental group. Finally, it was inferred that the use of Gallery Walk strategy significantly improve the students' speaking achievement to the ninth grade students of SMP PGRI 1 Palembang. It confirms the effectiveness of previous related study conducted in SMA Muhammadiyah (plus) Salatiga by Anwar(2011) that there was a significant improvement on he students' speaking achievement from 70,59 to 76,53.

3. Conclusion

Based on the findings and interpretations presented in the previous chapter, the researcher concluded that (1) there was significant improvement on students' speaking achievement taught by using Gallery Walk strategy and (2) there was significant difference on the ninth grade students' speaking achievement between those who were taught by using Gallery Walk and those who were not.

This study focused on the enhancement of students speaking achievement in SMP PGRI 1 Palembang and specifically by using a technique called Gallery Walk and from the result in statistical data in the previous chapter, it can be implied that this technique has contributed in enhancing the students' speaking achievement in English subject.

Based on the conclusion above and based on the study that has been done, the researcher would like to offer some suggestions to the teachers of English, the students and other researcher.

1. For Teachers of English

The teachers of English of secondary school can use Gallery Walk strategy as an alternative strategy to improve students' listening comprehension score. It

can be useful to improve their English teaching and learning especially for teaching speaking.

2. For Students For the students the researcher suggests that the students be more active to express and the students more interested in learning speaking after they have been taught by using Gallery Walk strategy. The researcher really hopes that in the future, Gallery Walk is going to be their favourite teaching strategy while learning so thatthey can learn with fun way and get maximum result in speaking achievement.
3. For Other Researchers For other researchers who want to conduct the research in teaching speaking, they can use the result of this research as a source to conduct another research and as one of additional references for further relevant research certainly with different variables, places and conditions. The other researchers can also consider the weaknesses of the result from this research to conduct a better research.

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